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NEW CADETS AND OTHER COLLEGE FRESHMEN: CLASS OF 1984, (U)
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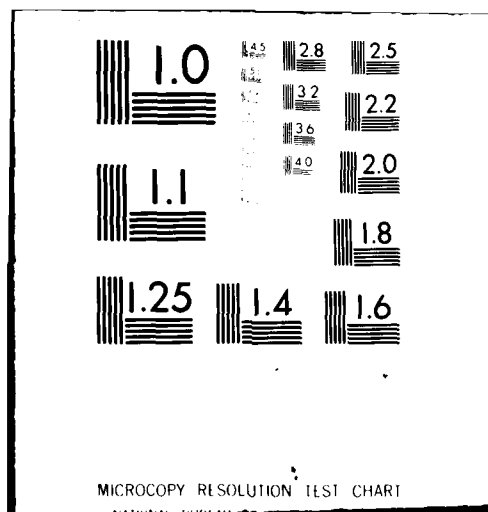
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CLASS OF 1984

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NEW CADETS AND OTHER COLLEGE FRESHMEN:
CLASS OF 1984

Report Number 81-009
Project Number 345
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March 1981

ABSTRACT

the U.S. Military Academy

This report compares new cadets at USMA in the Class of 1984 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey.

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NOTE: Any conclusions in this report are not to be construed as official U.S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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EXECUTIVE SUMMARY

I. PURPOSE. This report contains information, for rapid reference, on the U.S. Military Academy Class of 1984 and on four norm groups of freshmen at other colleges.

II. METHODOLOGY. The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. On 1 July 1980, the Military Academy Class of 1984 entered West Point; and on the second or third day of Cadet Basic Training, 99% of this class completed the ACE survey on secondary school and socioeconomic backgrounds, values, interests, and activity patterns. The results of all colleges participating in the survey are compiled at UCLA. This report compares new cadets at USMA in the Class of 1984 with entering freshmen in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. The responses to all questions in the survey are given in Tables 1-31 of the report, but a summary impression of the new cadet is given below.

III. RESULTS: A Summary Impression of the New Cadet.

A. The typical new cadets in the Class of 1984 are 18 years old, and graduated from high school in June just before coming to West Point; they had fathers who were college graduates and mothers who had some additional schooling after graduating from high school. The most probable occupations of their fathers were businessman (27%), or military careerist (13%). Their mothers were typically full-time homemakers (31%), or in clerical positions (10%). The median parental income last year was over \$27,700.

B. The new cadets had an average grade of "A-" in secondary school; took a college preparatory course; and were in the top fifth in Academic Rank in high school (83%).

C. The typical new cadet applied to and was accepted by two other colleges, and planned to earn at least a master's degree. Reasons very important for selecting the United States Military Academy were the good academic reputation (88%), the special educational programs (55%), and the financial assistance (50%).

D. The 1980 survey found that cadets continue to view energy and the environment as major national issues. More than four of every five new cadets (81%) think the government should do more to discourage energy consumption, that the energy shortage could cause a depression (91%), and sixty-six percent (66%) agree that the federal government is not doing enough to control environmental pollution. The new cadets also feel there are too many rights for criminals (79%); grading in high school is too easy (75%); women should get job equality (92%); wealthy should pay more taxes (71%); and colleges should require a minimum competence for graduation (96%).

E. Cadet self-identification showed some movement to the right from the 1979 to the 1980 survey, with the number of liberals remaining approximately the same, while the number with conservative or far right preference increased from 38% to 40%.

F. As long-run objectives, the new cadet hopes to be an authority in a chosen field (83%), raise a family (72%), help others in difficulty (60%), develop a philosophy of life (56%), keep up with political affairs (69%), obtain recognition from colleagues (63%), and be very well-off financially (59%).

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I. INTRODUCTION

The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. Since it began in 1966, the CIRP has provided data which make it possible to compare new cadets at USMA with students entering a wide variety of colleges. It has been the only systematic source of data available to USMA for making such objective comparisons. Each year the Office of the Director of Institutional Research has published a report describing the characteristics of the new cadets in comparison to students at other colleges which participate in the survey (see Houston, 1980,¹ for the most recent report). Over the last fourteen years, there have been changes in the kinds of men students who have entered West Point. In some characteristics, West Point's entering class has changed because society is changing; in other attributes, West Point's entering class has not changed to the same degree as students entering other colleges.² The current report continues ODIR's practice of publishing results of the ACE survey, and presents data obtained from members of the Class of 1984.

II. METHOD

A. On 1 July 1980, 1,312 men and 151 women entered West Point as the Class of 1984. Of this entering group, 1,455 completed the ACE survey during the second or third day of Cadet Basic Training. Of the group that was tested, 217 reported prior college experience. Since the national norms published by the American Council on Education³ deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1,113 male and 125 female cadets without prior college experience.

B. The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.⁴ The comparison of West Point cadets and norms for various types of undergraduate institutions that is made in this report highlights the unique aspects of the U.S. Military Academy student body, and similarities and differences between West Point and other groups of schools.

C. Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference groups of freshmen with certain similarities are used in this report: (1) all four-year colleges (male freshmen), (2) all four-year colleges (female freshmen), (3) four-year public colleges with high selectivity (all freshmen), and (4) four-year private nonsectarian colleges with very high selectivity (all freshmen). The four-year colleges are those institutions which primarily grant a bachelor's degree only. Ninety-one thousand participants from both sexes from 237 four-year colleges were used. The four-year public colleges with high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,025 or more. Four service academies, as well as three other colleges, are included in this norm group. The four-year private nonsectarian colleges with

¹Houston, J. W. New Cadets and Other College Freshmen, Class of 1983. West Point: Office of the Director of Institutional Research, April 1980. Report #80-005.

²Priest, R. F. "Who are the West Point Cadets?" Paper delivered at the 1976 Regional Meeting of the Inter-University Seminar on Armed Forces and Society, Air Command and Staff College, Maxwell AFB, Alabama, 22-23 October 1976.

³The American Freshmen: National Norms for Fall 1980. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

⁴The questionnaire is included as Appendix A.

very high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,175 or more. All freshmen of both sexes are included in the last two groups.⁵

D. All of the questions in the original ACE 1980 Student Information Form, which were reported to participating institutions on the Data Summary printout, are included in this report with the following exceptions: (1) residence planned during fall term; (2) highest degree planned here; (3) marital status; (4) concern about financing college; (5) sources of financial support; and (6) living with parents last year.

III. RESULTS

A. General. The results are presented in Tables 1 through 31. As an aid in interpreting the data, the items in Tables 25, 26, 28, 29, 30 and 31 have been rearranged in descending order of frequency of selection by male cadets. Results of selected items are described below under the headings of "Institutional Effects" and "Differences by Sex." Institutional Effects are the special characteristics of cadets at the Military Academy when compared to students at the institutions of the norm groups.

B. Institutional Effects.

1. More cadets (41%) list their current religious preference as Roman Catholic, compared to all four-year college students (35%) or private colleges of very high selectivity (24%) (Table 3a). Due to the requirement for candidates to obtain a nomination, cadets come from a wider geographical distribution than do students at other four-year colleges (Table 9). Seventy-two percent of the fathers of cadets had some education beyond high school, while only 56% of students in all four-year colleges and 65% of students in the public college norm group had fathers with this education. Eighty-nine percent of students in colleges with very high selectivity had fathers with this level (Table 10a). Fifty-nine percent of the mothers of cadets had some education beyond high school, while 48% of the mothers of all four-year college students and 83% of the mothers of students in private colleges with very high selectivity had this education (Table 10b).

2. The median parental income of cadets in the Class of 1984 was significantly higher than the parental income of students in all four-year colleges but lower than parental income of the private college students (Table 13a). Fifty-seven percent of the cadets received an average grade of "A-" or above in secondary school. Of the norm groups shown in this report, the percentages receiving "A-" or above were: all four-year college students--23%, students of four-year public colleges of high selectivity--49%, and students at four-year private colleges of very high selectivity--58% (Table 16). Cadets applied to more colleges and were accepted by more colleges than were students in all four-year colleges, but students at the very highly selective four-year private colleges applied to and were accepted by more colleges than cadets (Tables 23 and 24).

3. In noting reasons that were very important in selecting "this college," 88% of the cadets in the Class of 1984 gave as a reason: "College has a good academic reputation." Of the norm groups, 54% of students at all four-year colleges, 75% of students at public colleges of high selectivity, and 87% of students at private colleges of very high selectivity gave this reason (Table 26). Cadets have a more conservative political preference than students in any of the norm groups (Table 27).

C. Differences by Sex.

1. Some differences between USMA male and female cadets are of interest. More women cadets had average secondary school grades of A- or above (66%) than did men (55%) (Table 16).

⁵ A list of colleges incorporated in the last two norm groups is given in Appendix B.

2. In regard to reasons very important in deciding to go to college, USMA women listed five significantly more often than male cadets: learn more about things, prepare for graduate school, meet new and interesting people, become a more cultured person, and gain general education (Table 25).

3. Regarding freshmen views (Table 28) on the statement "Women's activities are best confined to the home," the percent of male cadets agreeing with this (40%) was higher than men in all four-year colleges (35%), while only 15% of female cadets agreed, compared to 20% of the women at four-year colleges.

4. On college expectations (Table 29), more male cadets than female cadets thought they "would marry within a year after college," while students in the norm groups had the opposite pattern. "Being very well-off financially" was listed as essential or very important by 68% of the men and 56% of the women at all four-year colleges but by only 59% of the men and 55% of the women at the Military Academy.

5. In order to highlight differences in all tables of the report, an "a" indicates over a 10-point difference when USMA males are compared to all four-year college males, or when USMA females are compared to all four-year college females. This report has made no systematic attempt to explain the differences noted.

SECTION I: BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of 31 December 1980*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
16 or Younger	0.0%	0.0%	0.1%	0.1%	0.2%	0.1%
17	2.0	2.4	2.1	3.5	3.8	5.7
18	77.4	87.9	71.4	79.1	77.2	81.3
19	17.8	8.1	22.1	14.8	14.8	12.2
20	1.6	0.0	2.2	1.1	1.8	0.5
21 or Over	1.2	1.6	2.1	1.3	2.4	0.1
(18 or Less)	(79.4)	(90.1)	(73.6)	(82.7)	(80.1)	(87.1)

2. Racial Background

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Caucasian/White	87.8%	78.4%	83.7%	81.9%	76.2%	90.3%
Negro/Black	5.4	9.6	12.4	14.5	12.5	4.5
American Indian	0.5	0.8	0.9	0.7	0.9	0.7
Oriental	3.0	4.8	1.4	1.1	3.6	3.2
Mexican-American/ Chicano	1.9	3.2	0.6	0.4	1.4	0.4
Puerto Rican- American	0.6	1.6	1.2	1.3	3.3	0.8
Other	1.8	4.2	2.0	1.8	5.1	2.0

*All columns of each table of this report are for first-time freshmen.

3a. Current Religious Preference

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Protestant	44.0%	46.8%	36.7%	37.2%	37.9%	32.3%
Roman Catholic	41.3	38.7	34.6	35.5	41.1	24.4
Jewish	1.4	1.6	2.4	2.4	2.1	13.6
Other*	8.3	8.9	17.4	18.8	10.4	8.9
None	5.0	4.0	8.8	6.1	8.4	20.7

*Other consists of Eastern Orthodox, Muslim, and "Other Religion."

3b. Are You a Reborn Christian?

Yes:	30.2%	23.9%	29.9%	33.3%	26.5%	8.8%
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4. Concern About Financing College

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
No concern	93.8% ^a	89.6% ^a	36.2%	26.4%	53.0%	35.9%
Some concern	5.0 ^a	8.8 ^a	49.1	55.2	33.3	52.9
Major concern	1.3 ^a	1.6 ^a	14.7	18.4	13.7	11.2

5. Residence Preferred During Fall Term

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
With parents or relatives	19.1%	19.1%	17.8%	14.9%	17.5%	3.2%
Other private home or apartment	15.5	14.9	23.6	19.2	19.6	6.6
College dormitory	51.0	57.4	46.7	56.6	52.5	81.9
Fraternity or Sorority house	5.7	4.3	5.3	3.9	4.7	2.6
Other campus housing	1.1	0.0	4.3	3.8	3.1	4.9
Other	7.5	4.3	2.4	1.6	2.7	0.8

^aUSMA males over 10 percentage points different from all 4-year college males. In all tables of this report, an "a" indicates over a 10-point difference when USMA males are compared to all 4-year college males or when USMA females are compared to 4-year college females.

6. Veteran of the Armed Services

USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
2.4%	3.3%	1.6%	0.7%	1.2%	0.5%

7. Permission Given to Use this Data

USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
98.9% ^a	100% ^a	84.7%	87.3%	89.1%	76.8%

8. Year Graduated from High School

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
1980	94.6%	95.9%	94.1%	96.0%	95.4%	97.9%
1979	3.1	2.4	3.2	2.1	2.0	1.7
1978	1.5	0.8	0.8	0.4	0.6	0.2
1977 or Earlier	0.7	0.8	1.2	0.8	0.8	0.1
H.S. Equivalency (GED)	0.1	0.0	0.6	0.4	0.8	0.0
Never Completed High School	0.0	0.0	0.1	0.2	0.4	0.2

9. Distance from Home to College

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
10 Miles or Less	1.9% ^a	2.5% ^a	16.5%	15.8%	9.8%	2.4%
11-50 Miles	4.7 ^a	0.8 ^a	23.2	24.9	18.3	6.3
51-100 Miles	5.9	5.8 ^a	15.5	17.5	10.7	10.2
101-500 Miles	29.9	35.8	30.6	30.0	25.2	51.9
More than 500 Miles	57.6 ^a	55.0 ^a	14.1	11.5	36.0	29.1

10. Parents' Highest Level of Education

a. Father's Education

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Grammar school or less	2.2%	2.4%	5.4%	6.1%	6.2%	1.3%
Some high school	5.8	5.7	10.6	11.1	9.1	2.3
High school graduate	20.8	17.1	27.7	26.9	19.4	7.5
Post-secondary other than college	4.1	1.6	4.2	4.5	4.4	2.2
Some college	15.2	12.2	13.6	13.6	14.5	7.5
College degree	22.2	26.0	19.8	19.3	23.5	23.3
Some graduate school	4.5	2.4	2.6	2.7	3.9	6.1
Graduate degree	25.2	32.5 ^a	16.2	15.8	19.1	49.9
(High school grad or less)	(28.8) ^a	(25.2) ^a	(43.7)	(44.1)	(34.7)	(11.1)

b. Mother's Education

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Grammar school or less	0.8%	2.4%	3.8%	3.5%	5.8%	1.1%
Some high school	4.8	2.4	8.5	9.3	8.3	1.8
High school graduate	34.5	25.0 ^a	40.5	38.3	31.8	13.7
Post-secondary other than college	8.2	5.6	6.4	7.4	8.3	6.1
Some college	18.2	19.4	15.2	15.6	17.2	14.1
College degree	19.6	21.8	16.6	16.7	17.3	32.8
Some graduate school	4.2	4.8	2.5	2.5	3.4	7.9
Graduate degree	9.6	18.5 ^a	6.6	6.6	7.9	22.5
(High school grad or less)	(40.1) ^a	(29.8) ^a	(52.8)	(51.1)	(45.9)	(16.6)

11. Parents' Occupations

a. Father's Occupation

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Artist (incl performer)	0.4%	0.0%	0.8%	0.8%	0.8%	2.1%
Businessman	28.0	18.0 ^a	30.5	28.7	28.2	34.1
Clergy or religious worker	0.9	0.0	1.7	1.6	0.8	1.3
Educator (college teacher)	1.2	3.3	1.1	1.2	1.6	5.6
Doctor or Dentist	1.9	2.5	2.8	2.5	1.5	11.3
Educator (secondary)	7.7	7.4	3.9	3.6	4.8	4.6
Educator (elementary)	0.9	0.8	0.7	0.6	0.8	0.6
Engineer	8.1	7.4	7.5	7.6	11.0	8.1
Farmer or Forester	1.9	2.5	3.0	3.9	1.8	0.6
Health profession (non-MD)	1.3	0.0	1.2	1.1	1.1	1.2
Lawyer	1.6	2.5	1.6	1.7	1.2	7.8
Military Career	12.9 ^a	16.4 ^a	2.4	1.9	6.9	0.9
Research Scientist	0.5	1.6	0.6	0.6	0.7	2.5
Skilled worker	9.6	6.6	11.2	9.4	8.5	3.1
Semi-skilled worker	3.3	3.3	5.6	4.6	4.4	1.5
Laborer (unskilled)	0.9	1.6	3.6	3.6	2.8	0.5
Unemployed	1.4	0.8	2.2	2.9	2.6	1.1
Other Occupation	17.5	25.4	19.4	23.7	20.8	13.3

b. Mother's Occupation

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Artist (incl performer)	0.7%	0.0%	1.3%	1.3%	1.2%	4.7%
Businesswoman	6.7	10.6	8.9	8.6	7.8	9.5
Business (clerical)	10.4	9.8	10.2	11.3	11.5	6.2
Clergy or religious worker	0.4	0.0	0.1	0.1	0.1	0.2
Educator (college teacher)	0.5	0.8	0.4	0.4	0.3	1.9
Doctor or Dentist	0.2	0.0	0.2	0.2	0.2	1.2
Educator (secondary)	3.7	5.7	3.2	2.9	3.7	6.2
Educator (elementary)	8.2	10.6	6.4	6.0	6.3	8.7
Engineer	0.1	0.8	0.1	0.1	0.2	0.1
Farmer or Forester	0.1	0.0	0.2	0.3	0.2	0.3
Health profession (non-MD)	1.3	0.8	1.6	1.7	1.9	2.0
Homemaker (full-time)	31.5	29.3	27.0	27.5	26.9	27.9
Lawyer	0.1	0.0	0.1	0.1	0.1	0.9
Nurse	8.3	8.1	6.7	7.1	7.7	5.7
Research Scientist	0.0	0.8	0.1	0.1	0.1	0.5
Social, Welfare, Rec. worker	1.6	0.8	1.4	1.1	1.0	2.7
Skilled worker	1.9	2.4	2.0	1.7	1.9	1.2
Semi-skilled worker	2.8	0.0	3.7	3.0	3.3	1.5
Laborer (unskilled)	0.8	1.6	2.7	2.3	2.1	0.5
Unemployed	5.6	5.7	8.7	7.8	8.5	4.8
Other Occupation	15.2	12.2	15.0	16.5	14.8	13.6

12. Parents' Religious Preference

a. Father's Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	45.8%	44.7%	39.4%	38.3%	40.1%	36.6%
Roman Catholic	38.8	37.4	34.6	34.5	39.9	24.6
Jewish	1.7	0.8	2.8	2.7	2.3	16.1
Other	7.3	8.9	16.6	17.5	9.4	7.9
None	6.4	8.1	6.6	6.9	8.3	14.9

b. Mother's Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	45.7%	45.5%	39.7%	39.4%	40.8%	39.3%
Roman Catholic	41.6	39.0	36.1	35.9	41.7	26.6
Jewish	1.6	1.6	2.7	2.6	2.3	15.4
Other	8.3	8.9	17.7	18.9	10.9	8.3
None	2.8	4.9	3.8	3.3	4.3	10.3

13a. Estimated Total Parental Income Last Year

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Less than \$4,000	1.5%	0.9%	3.2%	4.1%	3.5%	1.1%
\$4,000-\$5,999	0.6	0.9	3.0	3.9	3.8	0.7
\$6,000-\$7,999	1.2	0.9	2.9	3.9	4.2	0.9
\$8,000-\$9,999	3.1	1.7	3.6	4.1	3.5	1.2
\$10,000-\$12,499	3.4	1.7	6.2	7.7	5.9	2.8
\$12,500-\$14,999	4.3	6.1	6.5	6.9	5.1	2.7
\$15,000-\$19,999	9.3	13.9	12.2	12.0	9.5	6.3
\$20,000-\$24,999	19.0	13.9	16.8	15.0	16.7	9.4
\$25,000-\$29,999	14.6	13.9	11.4	10.3	12.2	10.1
\$30,000-\$34,999	14.4	13.0	9.5	9.0	11.0	9.4
\$35,000-\$39,999	9.5	13.0	6.7	6.1	8.6	8.0
\$40,000-\$49,999	9.3	9.6	7.6	7.1	8.4	13.4
\$50,000-\$99,999	8.8	8.7	8.0	7.4	7.1	24.7
\$100,000 or more	1.1	1.7	2.6	2.6	1.0	11.0
(Less than \$20,000)	(23.4) ^a	(26.1) ^a	(37.6)	(42.6)	(35.5)	(15.7)
Median =	\$27,650	\$28,600	\$23,700	\$22,500	\$24,500	\$38,400

13b. Persons Currently Dependent on Parents for Support

One	7.2%	7.2%	6.4%	4.2%	4.8%	2.8%
Two	13.6	15.2	10.3	8.3	9.6	6.8
Three	19.9	17.6	20.0	20.0	19.5	17.8
Four	25.0	24.0	26.3	26.3	25.8	28.6
Five	19.1	19.2	21.4	22.6	22.4	25.8
Six or More	15.2	16.8	15.5	18.7	17.9	18.1

13c. Number of Other Dependents Currently Attending College

None	65.2%	66.9%	65.7%	64.6%	63.2%	56.3%
One	25.9	25.0	25.1	25.7	26.1	31.7
Two	7.1	7.3	6.7	6.9	7.9	8.6
Three or More	1.8	0.8	2.5	2.8	2.8	3.5

13d. Listed as Exemption on Parental Federal Income Tax Return

Yes:	81.9%	83.3%	86.0%	88.5%	82.9%	94.9%
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14a. Considers Self Physically Handicapped

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Yes:	2.9%	2.4%	2.7%	2.3%	2.1%	2.1%

14b. Type of Handicap*

	(N=31)	(N=3)				
Hearing	0.0% ^a	0.0% ^a	12.6%	10.4%	11.5%	10.3%
Speech	3.2	0.0	3.7	2.3	3.4	3.2
Visual	45.2 ^a	66.7 ^a	30.0	29.4	39.0	39.3
Orthopedic	0.0 ^a	0.0 ^a	19.5	17.8	9.0	19.8
Learning Disability	0.0	0.0	5.9	3.3	3.5	4.6
Other	3.2	0.0 ^a	12.9	13.7	12.6	9.6

*Percentages are only of those who consider themselves physically handicapped (from 14a).

15. Siblings

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Number of Older Brothers:						
None	53.6%	47.7%	48.0%	44.8%	49.2%	53.2%
One	28.9	36.9	31.5	33.1	31.1	31.5
Two	10.9	6.3	12.7	13.5	12.2	11.0
Three or more	6.6	9.0	7.8	8.6	7.4	4.3
Number of Older Sisters:						
None	53.6	40.5	48.4	47.3	50.2	56.9
One	30.4	30.6	31.8	31.7	30.4	29.4
Two	10.7	20.7	12.8	13.2	12.3	9.8
Three or more	5.3	8.1	7.0	7.9	7.0	3.9
Number of Younger Brothers:						
None	42.1	47.1	48.4	45.9	45.7	49.5
One	40.7	32.4	36.0	38.1	36.9	37.4
Two	11.9	15.7	11.6	11.9	13.4	10.6
Three or more	5.3	4.9	3.9	4.0	4.0	2.5
Number of Younger Sisters:						
None	46.9	43.6	48.6	48.8	46.1	49.9
One	35.8	35.5	37.2	35.8	38.0	38.0
Two	13.4	18.2	10.7	11.3	11.9	9.8
Three or more	3.9	2.7	3.5	4.1	4.0	2.3

SECTION 11: SECONDARY SCHOOL PERFORMANCE

16. Average Grade in Secondary School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
A or A+	28.4% ^a	34.7% ^a	8.0%	11.6%	27.1%	27.8%
A-	27.0 ^a	31.5 ^a	10.5	15.6	22.4	30.5
B+	24.0	28.2	17.7	22.8	23.9	24.5
B	14.7 ^a	3.2 ^a	25.8	27.7	16.8	12.7
B-	4.3 ^a	2.4	15.1	10.3	5.4	3.5
C+	1.5 ^a	0.0	13.9	7.9	3.4	0.8
C	0.2	0.0	8.7	4.1	1.1	0.1
D	0.0	0.0	0.4	0.2	0.1	0.0
(A-, A or A+)	(55.4)	(66.2)	(18.5)	(27.2)	(49.5)	(58.3)

17a. High School Program

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
College Preparatory	97.6%	97.6%	90.6%	90.5%	91.5%	98.8%

17b. Type of High School

Public	87.0%	83.9%	82.4%	83.7%	88.4%	68.3%
Private nondenomi- national	3.6	2.4	4.8	3.9	2.9	21.6
Private Roman Catholic	8.5	10.5	10.5	10.4	7.6	6.8
Private Jewish	0.0	0.0	0.1	0.0	0.1	0.1
Private Other Religious	0.9	3.2	2.2	1.9	1.0	3.1

17c. Academic Rank in High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Top Fifth	81.9% ^a	96.0% ^a	37.8%	48.1%	71.1%	82.9%
Second Fifth	13.0 ^a	3.2 ^a	24.9	22.6	16.0	11.7
Third Fifth	4.1 ^a	0.8 ^a	30.5	25.3	10.7	4.8
Fourth Fifth	0.8	0.0	5.8	3.6	1.9	0.6
Lowest Fifth	0.2	0.0	0.9	0.4	0.3	0.1

18. Academic Preparation

a. Need Remedial Work in:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
English	15.1%	7.2%	13.4%	10.0%	10.7%	5.5%
Reading	5.3	0.8	6.5	5.0	5.3	2.9
Mathematics	18.2	23.2	20.5	25.2	20.5	11.5
Social Studies	3.1	4.8	2.6	3.3	3.8	0.9
Science	9.0	15.2	8.2	12.9	11.1	7.2
Foreign Language	21.1	12.8	12.8	9.8	12.2	5.5

b. Have had Remedial Work in:

English	4.0%	3.2%	7.7%	5.1%	5.1%	2.6%
Reading	3.3	4.0	7.7	5.5	5.6	2.2
Mathematics	4.5	5.2	8.9	8.1	6.1	5.5
Social Studies	3.1	3.2	7.0	4.9	5.0	1.4
Science	3.0	2.4	6.4	4.7	4.8	5.2
Foreign Language	2.4	2.4	4.7	3.7	4.5	2.1

SECTION III: EDUCATIONAL AND CAREER ASPIRATIONS

19. Highest Degree Planned Anywhere

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
None	0.6%	0.0%	1.9%	1.4%	0.6%	0.4%
Associate (or equivalent)	0.1	0.0	1.9	2.3	0.5	0.0
Bachelor's Degree (BA, BS)	13.3 ^a	13.2 ^a	34.6	36.6	23.4	8.1
Master's Degree (MA, MS)	48.8 ^a	43.0	32.9	36.4	47.2	32.4
Ph.D. or Ed.D.	24.5 ^a	28.1 ^a	10.7	9.6	17.5	22.1
MD, DDS, or DVM	6.6	9.6	7.9	6.3	5.8	18.7
LLB or JD	5.5	5.3	6.0	4.6	2.9	16.3
BD or M.DIV.	0.1	0.0	0.9	0.6	0.6	0.4
Other	0.5	0.9	3.3	2.3	1.4	1.5
(Bachelor's Degree or Less)	(14.0) ^a	(13.2) ^a	(37.4)	(40.3)	(24.5)	(8.5)

20. Major Fields of Study*

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Aeronautical Engineering	11.3%	8.5%	2.2%	0.4%	11.3%	0.3%
Civil Engineering	10.3	10.2	1.9	0.2	3.6	0.5
Political Science	9.6	10.2	3.1	2.4	3.2	10.0
Electrical Engineering	9.4	7.6	6.5	0.6	9.9	1.4
Military Science	8.8	3.4	0.4	0.0	1.3	0.0
Mechanical Engineering	7.1	0.8	2.8	0.3	5.4	0.9
Other Engineering	6.5	5.9	2.0	0.6	5.5	1.2
Management	3.8	4.2	5.6	2.9	3.5	1.2
Computer Science	3.3	5.1	3.2	2.4	3.6	0.8

21. Probable Career Occupation*

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Military Service (career)	47.7% ^a	35.8% ^a	3.4%	0.5%	17.4%	0.2%
Engineer	24.9 ^a	20.3 ^a	14.3	2.6	28.6	5.1
Business Executive	4.4	3.3	12.2	8.4	4.6	7.8
Lawyer	3.8	4.1	6.1	4.5	2.5	14.7
Physician	3.8	7.3	4.9	3.7	3.7	14.2
Computer Programmer	2.9	6.5	6.0	4.0	4.7	1.6
Business Owner	0.6	0.0	3.6	1.0	0.5	1.5
Scientific Researcher	0.6	1.6	2.5	1.3	2.4	5.2
Farmer or Rancher	0.4	0.8	1.0	0.1	0.2	0.1

*Nine most frequently mentioned by USMA male first-time college students.

22. Choice of College (this college is:)

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
First Choice	80.3%	80.5%	73.0%	75.6%	82.2%	69.7%
Second Choice	15.4	15.4	20.3	19.4	13.0	20.7
Third Choice	2.8	2.4	4.6	3.9	3.5	6.1
Less than Third Choice	1.5	1.6	2.0	1.2	1.3	3.5

23. Number of College Applications

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
This College Only	13.4% ^a	17.5% ^a	30.7%	32.6%	16.3%	17.2%
One Other	17.7	17.5	15.9	18.8	14.9	5.9
Two Others	17.3	19.2	17.9	18.7	19.2	9.8
Three Others	16.5	15.0	16.4	14.3	17.7	14.4
Four Others	10.9	10.8	8.7	7.3	11.7	15.7
Five Others	9.4	8.3	5.3	4.5	9.8	14.4
Six or More	14.7	11.7	5.1	3.9	10.4	22.4
(None or One Other)	(31.1) ^a	(35.0) ^a	(46.6)	(51.4)	(31.2)	(23.1)
Median # of Others	2.10	1.78	1.19	.93	1.94	3.18

24. Number of College Acceptances

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
This College Only	14.0%	14.9%	17.1%	14.6%	14.0%	6.6%
One Other	27.1	28.7	27.8	31.5	24.9	18.4
Two Others	22.4	23.8	24.9	25.6	25.0	23.7
Three Others	15.3	9.9	17.0	16.4	17.3	22.7
Four Others	9.6	10.9	7.4	7.0	9.4	14.4
Five Others	3.9	3.0	3.0	2.7	4.6	6.9
Six or More	7.7	8.9	2.8	2.2	4.8	7.4
(None or One Other)	(41.1)	(43.6)	(44.9)	(46.1)	(38.9)	(25.0)
Median # of Others	1.40	1.27	1.21	1.16	1.45	2.06

25. Reasons Noted as Very Important in Deciding to Go to College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Gain general education	68.8%	77.6%	62.0%	76.0%	70.8%	86.9%
Learn more about things	64.7	73.6	69.3	80.8	76.6	88.1
Able to get a better job	63.1 ^a	56.5 ^a	74.8	74.5	74.2	58.5
Able to make more money	50.0 ^a	37.6 ^a	65.7	55.3	57.5	42.2
Prepare for graduate school	46.9	56.5	45.1	49.3	52.0	67.7
Meet new and interesting people	39.2 ^a	56.5 ^a	49.8	67.6	51.8	73.6
Become a more cultured person	38.2	44.8	31.6	44.3	38.1	50.7
Improve reading-study skills	35.7	37.9	38.7	45.1	39.8	44.3
Parents wanted me to go	28.0	23.2	31.6	35.7	31.2	28.5
Wanted to get away from home	6.3	8.9	9.2	9.9	8.5	12.9
Nothing better to do	2.5	0.8	2.3	2.0	2.8	2.5
Could not find a job	2.2	3.2	5.2	5.1	4.8	1.3

26. Reasons Noted as Very Important in Selecting this College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
College has a good academic reputation	88.2% ^a	84.8% ^a	50.0%	58.1%	74.7%	86.6%
Special educational program offered	53.9 ^a	60.5 ^a	23.9	33.5	49.5	25.6
Offered financial assistance	50.9 ^a	42.4 ^a	20.7	21.1	27.9	20.4
Has low tuition	27.9 ^a	18.0	12.4	13.6	22.5	0.9
College representative recruited me	10.7	7.3	9.5	5.5	4.9	4.6
Relative wanted me to go	9.9	7.3	6.0	7.6	6.8	4.7
Advice of someone who attended	9.3	12.8	14.9	16.4	11.1	14.0
Advice of guidance counselor	5.3	4.8	7.0	7.5	6.8	8.9
Teacher advised me	4.1	4.0	4.6	4.6	4.6	5.5
A friend suggested attending	3.2	3.3	7.0	7.7	4.4	4.7
Not accepted anywhere else	1.3	0.0	2.9	2.1	2.6	3.0
Wanted to live at home	0.6	0.8	7.5	7.8	5.6	0.2

SECTION IV: ATTITUDES, OPINIONS, AND OBJECTIVES

27. Current Political Preference

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Far Left	0.4%	0.0%	2.0%	1.6%	1.5%	2.7%
Liberal	15.0	24.6	21.0	19.1	19.4	36.6
Middle-of-the-Road	43.1 ^a	48.4 ^a	53.5	62.4	53.1	40.7
Conservative	37.3 ^a	26.2	21.9	16.2	23.9	18.9
Far Right	4.2	0.8	1.7	0.7	2.1	1.2
(Liberal or Far Left)	(15.4)	(24.6)	(23.0)	(20.7)	(20.9)	(39.3)

28. Freshmen Views--"Proportions Agreeing Strongly or Somewhat"

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Minimum competence for college graduation	95.8%	98.4%	90.6%	92.0%	95.8%	96.1%
Energy shortage could cause a depression	91.6	91.1	86.9	88.7	89.3	88.1
Women should get job equality	91.4	98.4	90.1	96.7	95.4	97.4
Federal Gov't should discourage energy use	80.0	89.0	80.4	86.2	84.1	89.2
Too many rights for criminals	79.7	69.4	70.2	60.9	68.3	51.6
Grading in high school too easy	74.8 ^a	75.4 ^a	62.4	59.0	65.6	68.4
Inflation biggest domestic problem	73.4	70.2 ^a	77.9	82.0	79.0	67.6
Wealthy should pay more taxes	70.6	76.4	71.4	68.8	72.8	62.5
Women should be subject to draft	69.1	83.1 ^a	67.6	38.1	61.6	71.1
Gov't not controlling pollution	65.1 ^a	82.3	76.3	83.6	76.9	84.5
Students should help evaluate faculty	63.9	73.2	70.5	71.3	73.0	78.5
Prohibit homosexual relations	62.0	37.7	59.3	41.5	45.5	18.3
Gov't not protecting consumer	56.9 ^a	60.5 ^a	71.3	78.4	68.0	66.4
Should discourage large families	50.2	48.4	48.4	38.6	46.9	54.7

28. Freshmen Views--"Proportions Agreeing Strongly or Somewhat" (Continued)

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Sex OK if people like each other	47.5% ^a	27.7%	61.3%	29.1%	44.2%	55.0%
Abortion should be legatlizied	44.9	56.5	51.9	51.3	55.7	76.0
Regulate student publications	41.5	35.6	41.5	42.8	36.8	17.7
Women's activities best in home	40.3	15.4	34.8	19.6	25.5	12.6
Need money to solve urban problems	38.8 ^a	40.7	49.0	48.7	46.8	42.9
Need National Health Care Plan	36.5 ^a	36.1 ^a	54.6	59.6	51.3	50.5
College has right to ban speaker	36.4	26.3	28.5	24.1	23.8	11.0
Should liberalize divorce laws	35.5 ^a	27.0 ^a	47.2	39.8	39.5	46.3
Busing OK to achieve balance	33.2 ^a	45.1	43.4	48.1	40.1	46.6
Live together before marriage	31.2 ^a	27.6	45.4	34.2	38.7	53.8
Not obey laws against own views	26.1	29.0	34.0	29.3	27.5	34.9
Adopt open admissions at public colleges	25.9	23.8	33.2	29.8	24.8	18.6
Give disadvantaged preferential treatment	25.7 ^a	26.4 ^a	39.5	36.9	32.6	29.6
Should legalize marijuana	18.2 ^a	25.2	39.1	33.5	27.8	46.6
Should abolish death penalty	16.9 ^a	25.2 ^a	28.8	41.7	29.7	46.4
College officials have the right to regulate student behavior off campus	17.4	11.5	17.8	14.7	16.8	10.4
College grades be abolished	10.2	11.4	17.4	13.4	11.7	13.5

29. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will":

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Get a bachelor's degree	93.7 ^a	92.4 ^a	70.2%	76.6%	86.7%	90.0%
Find a job in own field after graduation	85.5 ^a	87.1 ^a	67.8	71.8	79.2	59.4
Live in a coeducational dorm	62.1 ^a	89.7 ^a	25.6	22.7	49.2	69.8
Be satisfied with college	60.4 ^a	54.7	49.5	59.7	58.3	72.6
Make at least a "B" average	39.0	32.8 ^a	40.2	43.4	47.0	54.6
Marry within a year after college	29.1 ^a	21.1	15.9	19.4	19.8	7.9
Change major field	18.1	20.3	12.4	14.4	13.6	27.8
Need tutoring in some courses	18.0	17.1	9.6	11.6	12.4	7.3
Join social fraternity	17.6	23.1	16.1	22.0	19.7	24.7
Graduate with honors	14.4	9.5	13.2	12.2	15.8	16.2
Change career choice	14.3	19.5	11.2	14.4	11.9	31.1
Be elected to an Honor Society	12.3	14.7	8.1	9.0	12.6	14.1
Get a job to pay college expenses	11.8 ^a	10.3 ^a	37.9	42.5	25.1	49.7
Seek individual counseling	10.0	8.5	4.9	5.2	7.6	6.2
Seek vocational counseling	5.7	5.1	5.8	7.6	7.6	15.1
Be elected to a student office	5.5	2.6	3.7	3.4	4.2	4.5
Need extra time to get a degree	4.3	6.0	4.9	5.0	4.0	3.3
Transfer to another college	3.9	5.1	10.7	11.4	6.6	4.4
Work at outside job	2.4 ^a	1.7 ^a	20.0	21.4	10.1	11.9

29. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will": (Continued)

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Drop out permanently	2.4%	1.7%	1.0%	0.9%	1.4%	0.5%
Fail one or more courses	2.2	1.7	2.1	1.5	1.9	1.8
Drop out temporarily	1.5	0.8	1.3	1.2	1.2	2.0
Participate in student protests	1.3	0.8	5.1	4.7	3.0	13.5
Get married in college	0.8	0.9	4.2	6.6	3.5	1.2

Within the framework of a 4-year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above, and on the previous page, according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown for these items represent only those individuals estimating chances of occurrences as very good for each item.

30. Long-run Objectives--"Proportion of Students Considering it Essential or Very Important to":

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Be an authority in my field	82.8%	89.2 ^a	75.4%	73.1%	75.4%	73.3%
Raise a family	73.8	54.2 ^a	64.7	64.3	67.3	59.1
Keep up with political affairs	69.7 ^a	64.2 ^a	48.8	37.9	51.6	65.5
Obtain recognition from colleagues	63.5	60.5	57.4	53.6	55.7	54.4
Help others in difficulty	60.0	60.8 ^a	60.0	75.4	64.9	68.9
Be very well off financially	58.9	54.6	67.7	55.6	60.6	49.0
Develop a philosophy of life	56.2	57.1	51.9	55.7	53.4	68.2
Have administrative responsibility	54.5 ^a	42.9	41.1	35.8	42.4	27.4
Influence social values	37.6	35.0	32.5	37.6	30.6	36.0
Promote racial understanding	35.1	52.9 ^a	34.4	39.7	38.0	49.3
Influence political structure	34.6 ^a	28.3 ^a	22.0	13.7	19.8	27.1
Succeed in my own business	33.1 ^a	28.0 ^a	54.2	41.9	37.2	38.4
Participate in community action	25.5	34.2	26.5	33.5	29.2	33.3
Help clean up environment	21.8	30.0	27.8	25.3	27.6	32.7
Make a theoretical contribution to science	20.1	21.0	18.0	11.5	24.2	18.9
Write original works	8.6	15.8	11.9	14.9	12.1	25.9
Achieve in a performing art	6.5	10.8	12.0	15.1	10.8	20.7
Create artistic work	5.9	12.5	11.8	16.6	11.0	18.4

31. Trait Self Ratings (Percentage of Self Ratings Above Average)

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Drive to achieve	90.0% ^a	92.7% ^a	67.7%	69.2%	79.9%	81.3%
Academic ability	89.6 ^a	94.4 ^a	56.5	55.7	76.5	91.9
Leadership ability	88.2 ^a	82.4 ^a	55.5	48.1	64.6	66.5
Mathematical ability	80.5 ^a	66.4 ^a	43.0	31.0	64.4	59.2
Athletic ability	79.6 ^a	64.8 ^a	58.7	28.7	52.5	48.3
Self-confidence (intel- lectual)	75.6 ^a	71.8 ^a	56.2	45.0	65.1	69.3
Understanding of others	67.9	69.9	67.9	78.4	73.8	80.7
Cheerfulness	62.8	63.2	54.2	67.3	62.1	64.1
Popularity	60.9 ^a	44.3 ^a	41.5	33.1	45.7	44.7
Self-confidence (social)	59.6 ^a	48.4	47.5	41.0	50.7	47.4
Popularity with opposite sex	57.3 ^a	44.8 ^a	43.4	31.2	43.5	40.3
Originality	53.8	55.2	46.8	45.4	52.4	67.5
Physical attractiveness	50.3 ^a	32.0	38.7	29.2	38.4	45.0
Writing ability	49.5 ^a	57.3 ^a	33.7	38.8	47.0	66.7
Mechanical ability	49.0 ^a	30.4 ^a	37.2	11.4	38.2	28.0
Public speaking ability	46.6 ^a	47.6 ^a	29.8	25.3	36.9	43.2
Stubbornness	41.9	54.0 ^a	35.9	38.1	38.7	42.3
Political conservatism	41.0 ^a	23.4 ^a	19.3	11.2	21.7	20.2
Defensiveness	31.9	29.0	29.7	26.8	30.0	24.8
Sensitivity to criticism	25.5	30.6	23.8	26.2	25.4	33.6
Artistic ability	20.2	28.8	22.0	23.3	24.5	33.9
Political liberalism	16.6	24.4 ^a	17.6	14.0	17.2	37.8

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 Area Code Home Phone No. _____

When were you born?

Month	Day	Year
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1980 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ballpoint or fountain pen be properly read? Yes ☐ No ☒

Dear Student.

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program is furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

Alexander W. Astin

Alexander W. Astin, Director
 Cooperative Institutional Research Program

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18. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

Parental or family aid, or gifts	None	\$1-\$499	\$500-\$999	\$1,000-\$1,499	\$1,500-\$2,000
Grants or Scholarships:					
Basic Educational Opportunity Grant					
Supplemental Educational Opportunity Grant					
State scholarship or grant					
College grant (other than above)					
Other private grant					
Loans					
Fed. guaranteed student loan					
Nat'l direct student loan					
Other college loan					
Other loan					
Work and Savings					
College Work Study grant					
Other part-time work while attending					
Full-time work while attending					
Savings from summer work					
Other savings					
Spouse					
Your G.I. benefits					
Your parent's G.I. benefits					
Social security dependent's benefits					
Other					

19. Please answer the following questions regarding BEOG (Basic Educational Opportunity Grant) and GSL (Guaranteed Student Loan) financial aid programs. (Mark all that apply in each column)
- | | | |
|--|--------------------------|--------------------------|
| | BEOG Grants | GSL Loans |
| I have heard of this program | <input type="checkbox"/> | <input type="checkbox"/> |
| I applied for aid from this program | <input type="checkbox"/> | <input type="checkbox"/> |
| I qualified for aid in this program (whether or not I applied) | <input type="checkbox"/> | <input type="checkbox"/> |

20. Were you last year, or will you be this year:

Living with your parents (for more than five consecutive weeks)	Yes	No
Listed as a dependent on your parents' Federal Income Tax Return	<input type="checkbox"/>	<input type="checkbox"/>
Receiving assistance worth \$600 or more from your parents	<input type="checkbox"/>	<input type="checkbox"/>

21. Are you: (Mark one)

Not presently married	<input type="checkbox"/>
Married, living with spouse	<input type="checkbox"/>
Married, not living with spouse	<input type="checkbox"/>

22. Are you: (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
Black/Negro/Afro-American	<input type="checkbox"/>
American Indian	<input type="checkbox"/>
Asian American/Oriental	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican American	<input type="checkbox"/>
Other	<input type="checkbox"/>

23. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself.

(Mark one for each trait)

Trait	Highest: 10 Percent Above Average	Average	Below Average	Lowest: 10 Percent
Academic ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artistic ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defensiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drive to achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanical ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Originality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical attractiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political conservatism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political liberalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Popularity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Popularity with the opposite sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public speaking ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence (intellectual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence (social)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity to criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stubbornness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. How many brothers and sisters now living do you have?

(Mark one in each row)

	None	1	2	3 or more
Number of older brothers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of older sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of younger brothers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of younger sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. What is the highest academic degree that you intend to obtain?

(Mark one in each column)

	None	Highest Planned at this college	Highest Planned after college
Associate (A.A. or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor's degree (B.A., B.S., etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's degree (M.A., M.S., etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D. or Ed.D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LL.B. or J.D. (Law)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R.D. or M.Div. (Divinity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 26a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more ☐

- 26b. How many of these dependents other than yourself are currently attending college?

None ☐ 1 ☐ 2 ☐ 3 or more ☐

27. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My parents wanted me to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could not find a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to get away from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be able to get a better job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To gain a general education and appreciation of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve my reading and study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was nothing better to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To make me a more cultured person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be able to make more money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To learn more about things that interest me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To meet new and interesting people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare myself for graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)	<input type="checkbox"/>
Some concern that I will probably have enough funds	<input type="checkbox"/>
Major concern (not sure I will have enough funds to complete college)	<input type="checkbox"/>

29. How would you characterize your political views? (Mark one)

Far left	<input type="checkbox"/>
Liberal	<input type="checkbox"/>
Middle of the road	<input type="checkbox"/>
Conservative	<input type="checkbox"/>
Far right	<input type="checkbox"/>

30. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than \$4,000	<input type="checkbox"/>	\$20,000	<input type="checkbox"/>
\$4,000 - 5,999	<input type="checkbox"/>	\$25,000	<input type="checkbox"/>
\$6,000 - 7,999	<input type="checkbox"/>	\$30,000	<input type="checkbox"/>
\$8,000 - 9,999	<input type="checkbox"/>	\$35,000	<input type="checkbox"/>
\$10,000 - 12,499	<input type="checkbox"/>	\$40,000	<input type="checkbox"/>
\$12,500 - 14,999	<input type="checkbox"/>	\$50,000	<input type="checkbox"/>
\$15,000 - 19,999	<input type="checkbox"/>	\$100,000 or more	<input type="checkbox"/>

31. What is the highest level of formal education obtained by your parents?

(Mark one in each column)

	Father	Mother
Grammar school or less	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>
High school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Postsecondary school other than college	<input type="checkbox"/>	<input type="checkbox"/>
Some college	<input type="checkbox"/>	<input type="checkbox"/>
College degree	<input type="checkbox"/>	<input type="checkbox"/>
Some graduate school	<input type="checkbox"/>	<input type="checkbox"/>
Graduate degree	<input type="checkbox"/>	<input type="checkbox"/>

32. Mark only three responses, one in each column.

- (M) Your mother's occupation
(F) Your father's occupation
(Y) Your probable career occupation

NOTE If your father (or mother) is deceased, please indicate his (her) last occupation

Accountant or actuary	(Y)	(F)	(M)
Actor or entertainer	(Y)	(F)	(M)
Architect or urban planner	(Y)	(F)	(M)
Artist	(Y)	(F)	(M)
Business (clerical)	(Y)	(F)	(M)
Business executive	(Y)	(F)	(M)
(management, administrator)	(Y)	(F)	(M)
Business owner or proprietor	(Y)	(F)	(M)
Business salesman or buyer	(Y)	(F)	(M)
Clergyman (minister, priest)	(Y)	(F)	(M)
Clergy (other religious)	(Y)	(F)	(M)
Clinical psychologist	(Y)	(F)	(M)
College teacher	(Y)	(F)	(M)
Computer programmer or analyst	(Y)	(F)	(M)
Conservationist or forester	(Y)	(F)	(M)
Dentist (including orthodontist)	(Y)	(F)	(M)
Dietitian or home economist	(Y)	(F)	(M)
Engineer	(Y)	(F)	(M)
Farmer or rancher	(Y)	(F)	(M)
Foreign service worker	(Y)	(F)	(M)
(including diplomat)	(Y)	(F)	(M)
Homemaker (full-time)	(Y)	(F)	(M)
Interior decorator	(Y)	(F)	(M)
(including designer)	(Y)	(F)	(M)
Interpreter (translator)	(Y)	(F)	(M)
Lab technician or hygienist	(Y)	(F)	(M)
Law enforcement officer	(Y)	(F)	(M)
Lawyer (attorney) or judge	(Y)	(F)	(M)
Military service (career)	(Y)	(F)	(M)
Musician (performer, composer)	(Y)	(F)	(M)
Nurse	(Y)	(F)	(M)
Optometrist	(Y)	(F)	(M)
Pharmacist	(Y)	(F)	(M)
Physician	(Y)	(F)	(M)
School counselor	(Y)	(F)	(M)
School principal or superintendent	(Y)	(F)	(M)
Scientific researcher	(Y)	(F)	(M)
Social, welfare or recreation worker	(Y)	(F)	(M)
Statistician	(Y)	(F)	(M)
Therapist (physical, occupational, speech)	(Y)	(F)	(M)
Teacher or administrator (elementary)	(Y)	(F)	(M)
Teacher or administrator (secondary)	(Y)	(F)	(M)
Veterinarian	(Y)	(F)	(M)
Writer or journalist	(Y)	(F)	(M)
Skilled trades	(Y)	(F)	(M)
Other	(Y)	(F)	(M)
Unkilled	(Y)	(F)	(M)
Laborer (unskilled)	(Y)	(F)	(M)
Semi-skilled worker	(Y)	(F)	(M)
Other occupation	(Y)	(F)	(M)
Unemployed	(Y)	(F)	(M)

33. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My relatives wanted me to come here	(Y)	(F)	(M)
My teacher advised me	(Y)	(F)	(M)
This college has a very good academic reputation	(Y)	(F)	(M)
I was offered financial assistance	(Y)	(F)	(M)
I was not accepted anywhere else	(Y)	(F)	(M)
Someone who had been here before advised me to go	(Y)	(F)	(M)
This college offers special educational programs	(Y)	(F)	(M)
This college has low tuition	(Y)	(F)	(M)
My guidance counselor advised me	(Y)	(F)	(M)
I wanted to live at home	(Y)	(F)	(M)
A friend suggested attending	(Y)	(F)	(M)
A college representative recruited me	(Y)	(F)	(M)

BE SURE TO ANSWER QUESTIONS 34 AND 35.

36. Mark one in each row:

The Federal government is not doing enough to protect the consumer from faulty goods and services	(4)	(3)	(2)	(1)
The Federal government is not doing enough to control environmental pollution	(4)	(3)	(2)	(1)
The Federal government should do more to discourage energy consumption	(4)	(3)	(2)	(1)
There is too much concern in the courts for the rights of criminals	(4)	(3)	(2)	(1)
Urban problems cannot be solved without huge investments of Federal monies	(4)	(3)	(2)	(1)
People should not obey laws which violate their personal values	(4)	(3)	(2)	(1)
Inflation is our biggest domestic problem	(4)	(3)	(2)	(1)
The death penalty should be abolished	(4)	(3)	(2)	(1)
A national health care plan is needed to cover everybody's medical costs	(4)	(3)	(2)	(1)
Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them	(4)	(3)	(2)	(1)
Abortion should be legalized	(4)	(3)	(2)	(1)
Women should be subject to the draft	(4)	(3)	(2)	(1)
Grading in the high schools has become too easy	(4)	(3)	(2)	(1)
The activities of married women are best confined to the home and family	(4)	(3)	(2)	(1)
A couple should live together for some time before deciding to get married	(4)	(3)	(2)	(1)
Parents should be discouraged from having large families	(4)	(3)	(2)	(1)
Divorce laws should be liberalized	(4)	(3)	(2)	(1)
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	(4)	(3)	(2)	(1)
Women should receive the same salary and opportunities for advancement as men in comparable positions	(4)	(3)	(2)	(1)
Wealthy people should pay a larger share of taxes than they do now	(4)	(3)	(2)	(1)
Marijuana should be legalized	(4)	(3)	(2)	(1)
Busing is O.K. if it helps to achieve racial balance in the schools	(4)	(3)	(2)	(1)
It is important to have laws prohibiting homosexual relationships	(4)	(3)	(2)	(1)
College officials have the right to regulate student behavior off campus	(4)	(3)	(2)	(1)
Faculty promotions should be based in part on student evaluations	(4)	(3)	(2)	(1)
College grades should be abolished	(4)	(3)	(2)	(1)
Student publications should be cleared by college officials	(4)	(3)	(2)	(1)
College officials have the right to ban persons with extreme views from speaking on campus	(4)	(3)	(2)	(1)
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	(4)	(3)	(2)	(1)
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	(4)	(3)	(2)	(1)
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	(4)	(3)	(2)	(1)

34a. Current religious preference (Mark one in each column)

	Yours	Father's	Mother's
Protestant	(Y)	(F)	(M)
Roman Catholic	(Y)	(F)	(M)
Jewish	(Y)	(F)	(M)
Other	(Y)	(F)	(M)
None	(Y)	(F)	(M)

34b. Do you consider yourself a reborn Christian? Yes ☐ No ☐

35a. Do you consider yourself physically handicapped? No ☐ Yes ☐ (Go to Question Number 36)

35b. If yes, what type of handicap do you have? (Mark all that apply)

Hearing	<input type="radio"/>	Orthopedic	<input type="radio"/>
Speech	<input type="radio"/>	Learning disability	<input type="radio"/>
Visual	<input type="radio"/>	Other	<input type="radio"/>

35c. Does your handicap require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes ☐ No ☐

- 1 Disagree Strongly
2 Disagree Somewhat
3 Agree Somewhat
4 Agree Strongly

37. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES

Art, fine and applied ☐
English (language and literature) ☐
History ☐
Journalism ☐
Language and Literature (except English) ☐
Music ☐
Philosophy ☐
Speech ☐
Theater or Drama ☐
Theology or Religion ☐
Other Arts and Humanities ☐

BIOLOGICAL SCIENCE

Biology (general) ☐
Biochemistry or Biophysics ☐
Botany ☐
Marine (Life) Science ☐
Microbiology or Bacteriology ☐
Zoology ☐
Other Biological Science ☐

BUSINESS

Accounting ☐
Business Admin. (general) ☐
Finance ☐
Marketing ☐
Management ☐
Secretarial Studies ☐
Other Business ☐

EDUCATION

Business Education ☐
Elementary Education ☐
Music or Art Education ☐
Physical Education or Recreation ☐
Secondary Education ☐
Special Education ☐
Other Education ☐

ENGINEERING

Aeronautical or Astronautical Eng. ☐
Civil Engineering ☐
Chemical Engineering ☐
Electrical or Electronic Engineering ☐
Industrial Engineering ☐
Mechanical Engineering ☐
Other Engineering ☐

PHYSICAL SCIENCE

Astronomy ☐
Atmospheric Science (incl. Meteorology) ☐
Chemistry ☐
Earth Science ☐
Marine Science (incl. Oceanography) ☐
Mathematics ☐
Physics ☐
Statistics ☐
Other Physical Science ☐

PROFESSIONAL

Architecture or Urban Planning ☐
Home Economics ☐
Health Technology (medical, dental, laboratory) ☐
Library or Archival Science ☐
Nursing ☐
Pharmacy ☐
Preclinical, Premedicine, Preveterinary ☐
Therapy (occupational, physical, speech) ☐
Other Professional ☐

SOCIAL SCIENCE

Anthropology ☐
Economics ☐
Geography ☐
Political Science (gov't, international relations) ☐
Psychology ☐
Social Work ☐
Sociology ☐
Other Social Science ☐

TECHNICAL

Building Trades ☐
Data Processing or Computer Programming ☐
Drafting or Design ☐
Electronics ☐
Mechanics ☐
Other Technical ☐

OTHER FIELDS

Agriculture ☐
Communications (radio, T.V., etc.) ☐
Computer Science ☐
Forestry ☐
Law Enforcement ☐
Military Science ☐
Other Field ☐
Undecided ☐

38. Indicate the importance to you personally of each of the following: (Mark one for each item)

(N) Not Important
(S) Somewhat Important
(V) Very Important
(E) Essential

Becoming accomplished in one of the performing arts (acting, dancing, etc.) ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Becoming an authority in my field ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Obtaining recognition from my colleagues for contributions to my special field ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Influencing the political structure ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Influencing social values ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Raising a family ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Having administrative responsibility for the work of others ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Being very well off financially ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Helping others who are in difficulty ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Making a theoretical contribution to science ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Writing original works (poems, novels, short stories, etc.) ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Creating artistic work (painting, sculpture, decorating, etc.) ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Being successful in a business of my own ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Becoming involved in programs to clean up the environment ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Developing a meaningful philosophy of life ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Participating in a community action program ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Helping to promote racial understanding ☐ (E) ☐ (V) ☐ (S) ☐ (N)
Keeping up to date with political affairs ☐ (E) ☐ (V) ☐ (S) ☐ (N)

39. What is your best guess as to the chances that you will:

(N) No Chance
(L) Very Little Chance
(S) Some Chance
(V) Very Good Chance

(Mark one for each item)

Change major field? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Change career choice? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Fail one or more courses? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Graduate with honors? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Be elected to a student office? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Get a job to help pay for college expenses? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Join a social fraternity, sorority, or club? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Live in a coeducational dorm? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Be elected to an academic honor society? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Make at least a "B" average? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Need extra time to complete your degree requirements? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Get tutoring help in specific courses? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Have to work at an outside job during college? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Seek vocational counseling? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Seek individual counseling on personal problems? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Get a bachelor's degree (B.A., B.S., etc.)? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Participate in student protests or demonstrations? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Drop out of this college temporarily (exclude transferring)? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Drop out permanently (exclude transferring)? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Transfer to another college before graduating? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Be satisfied with your college? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Find a job after college in the field for which you were trained? ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Get married while in college? (skip if married) ☐ (V) ☐ (S) ☐ (L) ☐ (N)
Get married within a year after college? (skip if married) ☐ (V) ☐ (S) ☐ (L) ☐ (N)

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow up data, it is necessary for the institution to know the students' ID numbers so that follow up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ☐ No ☐

40. (A) (B) (C) (D) (E)
41. (A) (B) (C) (D) (E)
42. (A) (B) (C) (D) (E)
43. (A) (B) (C) (D) (E)
44. (A) (B) (C) (D) (E)

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow up data, it is necessary for the institution to know the students' ID numbers so that follow up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape?

45. (A) (B) (C) (D) (E)
46. (A) (B) (C) (D) (E)
47. (A) (B) (C) (D) (E)
48. (A) (B) (C) (D) (E)
49. (A) (B) (C) (D) (E)

THANK YOU!

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS FOR PUBLIC (HIGH SELECTIVITY), AND PRIVATE (VERY HIGH SELECTIVITY), COLLEGES

Public Four-year Colleges
High Selectivity
(1,025 or more on SAT-V + SAT-M)

- | | |
|------------------------------------|---------------------------|
| 1. CUNY--City College | 5. US Coast Guard Academy |
| 2. Georgia Institute of Technology | 6. US Military Academy |
| 3. SUNY at Geneseo | 7. US Naval Academy |
| 4. US Air Force Academy | |

Private Four-year Colleges
Very High Selectivity
(1,175 or more on SAT-V + SAT-M)

- | | |
|--------------------------------|--|
| 1. Amherst College | 12. Harvey Mudd College |
| 2. Bates College | 13. Haverford College |
| 3. Bryn Mawr College | 14. Mount Holyoke College |
| 4. Carleton College | 15. Oberlin College |
| 5. Colby College | 16. Smith College |
| 6. Connecticut College | 17. Union College |
| 7. Dartmouth College | 18. Washington & Lee University |
| 8. Dickinson College | 19. Webb Institute of Naval Architecture |
| 9. Franklin & Marshall College | 20. Wesleyan University |
| 10. Grinnell College | 21. Williams College |
| 11. Hamilton College | |

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER 81-009	2. GOVT ACCESSION NO. AD-A098472	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) NEW CADETS AND OTHER COLLEGE FRESHMEN: CLASS OF 1984		5. TYPE OF REPORT & PERIOD COVERED
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Mr. John W. Houston		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Office of the Director of Institutional Research United States Military Academy West Point, New York 10996		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS Project No. 345
11. CONTROLLING OFFICE NAME AND ADDRESS Same as #9 above		12. REPORT DATE March 1981
		13. NUMBER OF PAGES 32 + 111
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) United States Military Academy West Point, New York 10996		15. SECURITY CLASS (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) ACE Admissions Characteristics Class of 1984 Freshmen		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report compares new cadets at USMA in the Class of 1984 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey.		

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EDITION OF 1 NOV 65 IS OBSOLETE

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